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of local handicraft production, it is not standardized and not hygienic.

Soviet propaganda falsely claims that the Soviet teacher has been raised to a level upon which the teacher in the capitalist society did not, does not and could not be, that the teacher is the central figure in the school. In fact, however, the Soviet teacher is the teacher with the fewest rights and least security in the world. The teaching ranks in Belorussia have several times been subjected to investigations and purges, thousand of teachers were arrested and deported to concentration camps. The older generation of teachers who survived the First World War and came back to their schools were immediately placed under suspicion by the Soviet authority. They were not trusted, they were considered enemies of Soviet projects. Teachers in cities and villages were subjected to mass arrests during the nineteen-thirties at the time of the suppression of the national democratic movement in Belorussia. Not only the old teachers, but also the young ones, those who had completed the Belorussian university, the pedagogical institutes, were sent to concentration camps in far-away Siberia upon the slightest suspicion of national tendencies. Teacher-experts in regional studies, collectors of folk songs, fables, proverbs, etc., were the ones who suffered particularly. They were all put together with the national democrats, the "enemies of the people". The persecution of the years 1936-1938 definitively liquidated all those who were valuable and intellectual in the teaching profession. Thousands of teachers, male and female, were killed during the war. Those who survived and remained on the territory occupied by the Germans were, once the Soviet authority returned, subjected to cruel punishment and mass deportation from the regions of Belorussia. There are at the present time many vacant teaching positions in the schools. Thus, in the Bobruiskaya oblast' "... it has become a commonplace fact that schools, children's homes, and rayon sections of national education remain without directors for several months. In the Klichevskiy rayon, for example, one can count eleven people temporarily performing the duties of directors and in charge of teaching in the schools. (Zvezda of May 23rd of this year).

A considerable number of teachers is inexperienced, without special pedagogical preparation, with a feeble general background and cultural development. The inspectors of the schools explain the failure of seven-grade school students by the existence of a large

number of "elevated" teachers. If under Soviet conditions, institutions are managed by non-specialists, then why could not elementary school teachers without an adequate knowledge be "elevated" into the post of lecturer at secondary schools? It has been proved that such "elevation" is practiced in Soviet schools. Therefore, it is not an accident that the knowledge of secondary school students is far from corresponding with the program of instruction and that there also are many who have to repeat a year. In the Klichev secondary school, for example, every fourth student "fails". (Zviazda May 23rd, this year). From these examples it is obvious that the majority of Soviet school teachers lack extensive, systematic study in the acquisition of pedagogical and, to a considerable degree, general knowledge. 875

The Scientific Research Institute of Pedagogy of the Ministry of Education of the BSSR is called upon to study progressive methods of instructive and educative work, to give directives to the oblast' institutes in the task of improving the teachers. [647]

"Those few works which deal with the teaching experience which have been prepared and published by the Scientific Research Institute of Pedagogy, are of an informative character they are not profound in their content, and they lack scientific basis." (Zviazda August 4th, this year).

The oblast' institutes of improvement do not enjoy authority among the teachers. The function of these institutes is to analyze and generalize the best examples of the pedagogical work of teachers and then to introduce them in the schools.

"The people working at the Polotskiy Institute generally do not have a serious attitude towards their obligations. Teachers from the town and the oblast' do not feel that the Institute is improving teachers to the point of active leadership, or that it is actually helping them in their work", - this is how Ozernikov, a teacher from the town of Polotsk, characterizes the work of the Institute. (Zviazda, July 1st, 1953).

The immediate direction of school affairs is carried out by the rayon sections of national education through the appropriate inspectorship. The school inspector is the official state controller of the methods of school instruction, but he is also expected to help teachers with questions of instruction and education. But "in the apparatus of particular rayon sections of national education, and 871-875

871 even in those of the oblast', there are often people who have no
 875 adequate pedagogical experience or even any education. Moreover,
 people who have nothing to do with pedagogy, who turned up by
 chance, people who are not conscientious, often hold leading
 teaching positions." This is how Zviazda of July 9th, this year,
 characterizes the administrative workers who are directing the
 schools in the Belorussian Soviet Republic.

875 The legal position of the Soviet teacher is unbearably difficult,
 554 particularly in villages. He is presented with many demands of
 all kinds, and at the same time no one accepts him. A great deal
 of additional social work is laid upon him, and at the same time
 he has no rights. The teacher must necessarily be an "active citizen,
 a public worker". The activity and public spirit of the teacher is
 determined by the local Party and soviet authority, which is in
 most cases uncultured, limited, and often stubborn. The teacher,
 according to established procedure, is obliged as an active citizen
 to participate in all of the numerous gatherings which bear abso-
 lutely no relation to school matters; he is expected to express him-
 self in a spirit favorable to the local authority at these gatherings.
 Arranging the program of all gatherings is also his responsibility.
 The active teacher has to be a regular visitor of the reading rooms,
 the club, the red corner, the office of the village soviet, the office
 of the kolkhoz direction, etc; the visits to these village institutions
 are usually not connected with necessity or real interest. The
 teacher must /74/ be a member of all soviet organizations and
 societies; he abolishes illiteracy, must help in the preschool educa-
 tion, collect signatures for loans. Without his participation the
 bulletin-board newspaper does not appear. Teachers are being
 induced to participate not only in political but also in economic
 campaigns, such as the collection of taxes in kind--of grain, pota-
 toes, milk, salvage, and scrap metal--often at the expense of
 their regular work at the school. The teacher is expected to be a
 "militant atheist", to read lectures on anti-religious themes and
 at the time of great holidays to organize anti-religious demonstra-
 tions, games and parades with the students. During election cam-
 paigns the teacher is the duty-bound propagandist and agitator for
 the candidates sponsored by the Communist Party. The president of
 the village soviet, the kolkhoz and especially the secretary of the
 local Party cell may call on the teacher at any time to fulfill

various obligations nowhere defined, order that the work at school be discontinued for the purpose of organizing some gathering, etc. Every disobedience, protest and especially withdrawal from this so-called social work is fraught with unpleasant consequences for the village teacher who has no rights. He will be labelled anti-social, a saboteur; he will be "dealt with" at public gatherings, in newspapers which are posted and even in the rayon paper, all this without any regard for the safeguarding of the teacher's authority among the students at the school in which he works. Under such conditions can the teacher find time to prepare for his duties at school, carefully draw up his plan of work, accurately correct written assignments of the students, have time for self-instruction and outside training? It is not an accident, then, that in the Bobruiskaya oblast', out of 429 teachers who had registered for outside training in the Pedagogical Institute only 284 completed the plan of study. In fact, the teacher is placed in a position, deprived of rights, in which he "did not, does not, and could not be" in any state regime except the Soviet. 875 554

With such a deplorable composition of the teaching cadres, with their superficial professional and general educational level, one should not expect a correct and successful organization of the pedagogical process in the Soviet school. If, furthermore, one considers the abnormal and often unbearable conditions under which students have to study and teachers have to perform their pedagogical duties, it becomes clear why the law concerning general education is not observed. The frequent cases of students who leave school before their time, failures en masse, a shocking decline of grades, with a low level of the knowledge of subjects studied in school, are not surprising. 871

Last year the Nineteenth Congress of the Communist Party issued the following resolution: 873 871

"The transition from seven-year education to general secondary education (a ten year program) should be completed at the end of the five-year plan in the capitals of the republics, in the subordinate cities of the republics, in the oblast', krai and large industrial centers. Conditions for the full realization of general secondary education (the ten year program) during the next five-year plan should be prepared in other towns and villages."

The Congress also considered it necessary to introduce